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WHAT'S INSIDE?



VOICES

8

Human trafficking is an issue that finds its way into every demographic, nation and industry around the globe, read and know what can be done to slow this epidemic's increasing rate.



LIFESTYLE

12

With the ever-growing state of the world's self-help industry, it can be hard to discern facts from fiction. Take a look at this month's article on the Enneagram personality model to add another self-awareness theory to the list!

14

SPORTS

Hope Athletics are grueling and time consuming. The demand causes some students to leave after only a few collegiate seasons and others to dive in more. Analyze this phenomenon and learn about some incredible opportunities for athletes on this page.

Kenneth Munyuza: From Rwanda to Hope

Emma Des-Lauriers Knop

Frank James

It's easy to fall back on what is already known or what we can see when learning about something new. When we do this we use old experiences to form impressions of people or places before we even encounter them. In order to truly comprehend a group of people, one can't just rely on what he or she perceives, — they must personally interact with that group and develop meaningful relationships. When one thinks about a person from Rwanda they either have never heard of the country before or are only familiar with one aspect of Rwandan history: the genocide.

The tragedy began when a plane carrying President Juvenal Habyarimana of Rwanda was shot down on 6 April, 1994, an event that would serve as the catalyst for a 100 day mass murder of approximately a million Rwandans. Brother turned against brother, families were ripped apart, children lost parents and parents lost children. These grim 100 days are known as the Rwandan Genocide. In order to better understand the effects of this event and how it changed

life in Rwanda, The Anchor spoke with one of Hope's students from Rwanda, Kenneth Munyuza ('21).

Growing up, Munyuza learned his fair share about his country's history, both from school and from family. "I would hear about it sometimes from my mom," Munyuza explained. He recalled learning a lot on the subject in school, during Genocide Remembrance Month, and during ingando, a sort of camp for civic education and unity building that he attended after graduating high school.

Since the end of the Genocide in July 1994, Rwanda has experienced unprecedented growth as it has rebuilt itself. Munyuza commented on one way that he saw changes happening in his country. He spoke about having frequent power-outages during his childhood that are far less common now. He remembers being told that just after the genocide, one of the tallest buildings still standing in Rwanda was only three stories tall. These are just a few examples of what Kenneth saw and heard as he grew up in a Rwanda that was

moving gradually past the horrors of the 1990s. According to the CIA Factbook, the country now boasts one of the highest percentages of women in the workforce in the world and a remarkable GDP rebound since the late '90s. The capital city of Kigali boasts a skyline of highrises and skyscrapers far taller than it had been before.

The Anchor asked Munyuza about how Americans view Rwanda, and if it seems that they know much about the country as it is today. "A lot of Americans," he said, "rely heavily on what they already know about the small country." For most, that means that they learned about the genocide in high school and are basing assumptions off of that event alone. Munyuza went on to explain how there are other opportunities to learn about the country along with other lesser known cultures if only people are willing to seek them out. He cites Multicultural Student Organizations (MSOs) and the enriching events they put on as a way to learn about these

see Rwanda, page 7

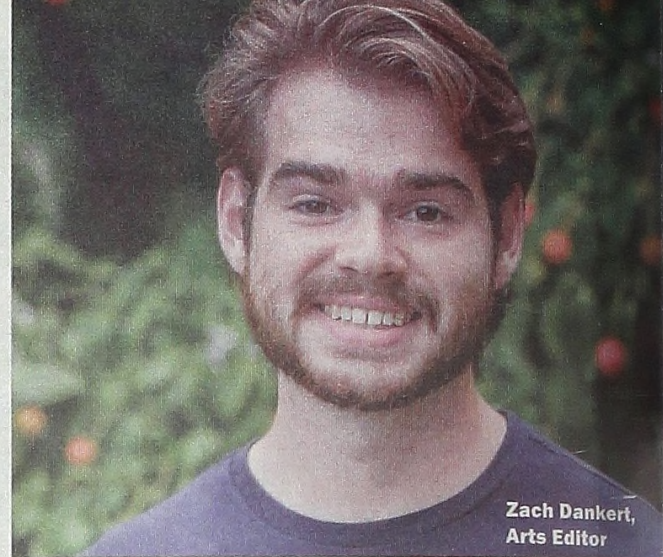
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Our Mission: *The Anchor* strives to communicate campus events throughout Hope College and the Holland community. We hope to amplify awareness and promote dialogue through fair, objective journalism and a vibrant Voices section.

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Mail letters to *The Anchor* c/o Hope College, drop them off at the Anchor office (located in the Martha Miller Center 151) or e-mail us at anchor@hope.edu by Monday at 5 p.m. to appear in Wednesday's issue.

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THE ANCHOR

Letter from the Editors



Dear Readers,

With the heavy weight of midterms among us, we are all looking to believe. This belief may be pointed to our own capacities to get our goal grade, to God's ability to lift us out of the mess of endless studying, or to the coffee maker's consistency to continue providing our energizing lifeline. Whatever the angle, we rely on belief to get us through the day. As Editors, we have to believe a lot. We believe in our staff to keep working tirelessly to deliver high quality journalism to our student body, our advisor to guide us through printer contracts and writing techniques, and the computers in the Anchor office to keep up their laggy style of operating without spontaneously deleting all of our hard work. However, most importantly, we believe that the words we write, the topics we cover, and the people we interview are all a part of something very important. We believe that as Hope's student-run newspaper, we are a bridge between what has happened on campus and what could happen. Although this may sound rather egocentric, we have to believe, to buy into, our mission as something worth pouring into.

In this issue, we were able to be the bridge not only between past events and future possibilities but between the ideas of students and the wider audience of the campus community. Earlier

this past summer, a student group from a high school in Ohio reached out to us and asked if we would run their story on the Rwandan Genocide and the country's rebound into reconciliation since then. Months later, we're excited to give a voice to them and to the Rwandan individuals they interviewed. Their story is paired with an interview with a Rwandan student at Hope, who talks not only about his experience growing up in a country that was rebuilding itself but his hope for understanding among students from different cultures. The connections among students, faculty and community members of all different backgrounds continue onto our other pages: we're featuring articles on Holland's Hispanic Heritage Month, interviews with the new faculty and the voices of Hope athletes representing a wide range of experiences.

These kinds of unexpected and exciting conversations remind us of what we love about the campus newspaper. Our work puts us in a position to meet passionate students and to learn about what makes them care. We get to dig deep into the issues that impact not only our college community but the world beyond it. Yet while we've been inspired by the advocacy and activism we've encountered, it's hard not to also be weighed down by confronting the deeply-rooted problems that burden our campus, our town and our country. Our articles this

month talk about forgiveness, but they also acknowledge conflict. They highlight the events that bring us together as a college and the organizations striving to help us embrace diversity, but they also reveal how crises like human trafficking and exploitation exist closer to home than we'd often like to admit. With so much of our newsfeeds already filled with disaster and division, what good can come of reporting on more heavy stories? As hard as it is to face these issues, we believe there's value in being honest about the way our world has overlooked the vulnerable and allowed oppression to flourish. When we strive to understand on both an intellectual and emotional level the struggles of the people both in our

immediate communities and across the globe, we honor their humanity in a powerful way and we make the first steps toward change.

While we encourage you to find yourself in these articles--the Lifestyle page might give you some self-reflective strategies--we also encourage you to press into the experiences and ideas you don't fully comprehend, both in this newspaper and in your life. It's hard work to wrap our minds around the complex stories of places and people that are profoundly unfamiliar to us, but it's work that's well worth doing. We are called not to live cramped into the narrow world of our never-ending to-do list and everyday worries but to extend our vision outward to care for this world with our whole selves and believe.

Love,

Sophia Vander Kooy & Claire Buck
EDITORS-IN-CHIEF



Beating the odds: Odd Year's take on '19 Pull

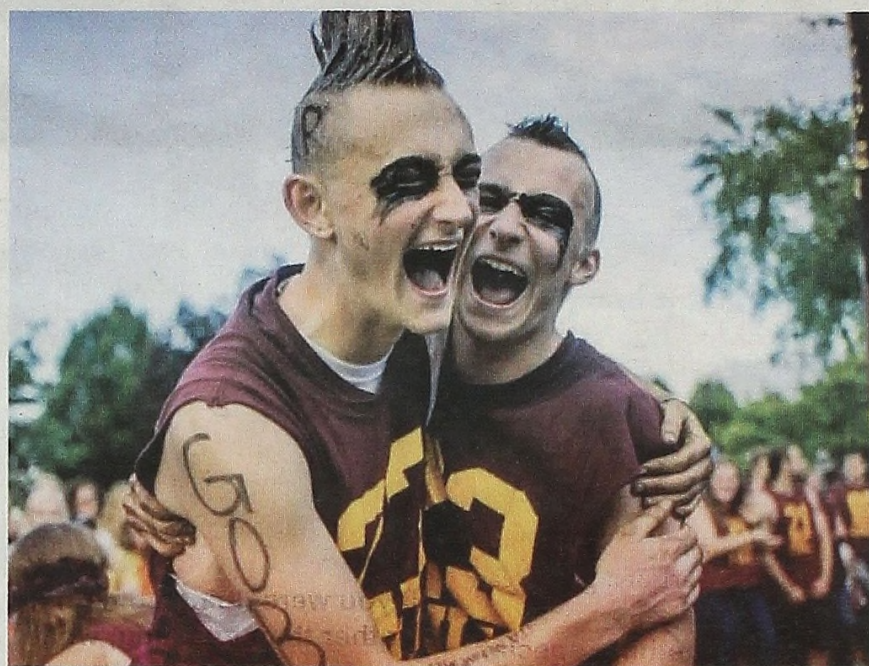
By Molly Douma

The Pull is about tradition, hard work and family. It is an experience that bonds people together unlike any other. For the Odd Year Pull team, this year meant all of these things and more after their victory on Saturday, September 28. Pull rep Rachel Wishop uses the word “unprecedented” to describe the occurrences of Saturday. The new location of The Pull yielded results as such: “Hope Class of 2023 Freshmen win by 10 ft 1 inch. Odd Year had no substitutions and only 12 pullers. Even Year had 7 substitutions and 19 pullers.”

Each member of the Pull team has their own favorite aspects and takeaways from the experience, but overall there is usually one common denominator: the people. For Pit #1 moraler Abbey Bishop, “The best thing about the Pull is the family I now have. Pull is something so special and unique—it’s actually kind of indescribable,” Bishop says. “Our relationships are so unbreakable, and practices and Pull day proved that. Win or lose on the 28th, we had one another, and that’s all that mattered.” The Pull and its three-week long practice regimen really drives this point home for each team. This attitude is mirrored by moraler Beth Gomez from Pit #9: “I believe that I’ve gained a family. It was a crazy three weeks of

training and hard work, but every ounce of effort we put into our team we got in tenfold from each other. Every second, minute and hour was worth the relationships and memories I’ve gained from the Pull.” Each member of the team is equally important, especially when considering the need for moral support on the rope. When asked what made The Pull worthwhile and helped him survive the process, puller Tommy Halkyard said, “Everyday it was the people. Seriously. I would’ve never lasted if it was not for all 24 other teammates pushing me and loving me and caring for me.”

Not only was it their fellow pullers and moralers that got Odd Year through these grueling three weeks, but it was also those who have participated in past Pulls. Halkyard shares his experience: “Seeing alumni from the ’80s and ’90s was really special. Before that it just seemed like a crazy club, but to see all the old alumni come back really showed me that this tradition is much bigger than myself.” The tradition and legacy did not fail to leave its mark on Gomez as well. “The most inspiring part is the alumni, the men and women who come back to support the current teams,” Gomez said. “They came back to cheer us on because they know what it takes and feels like to be a



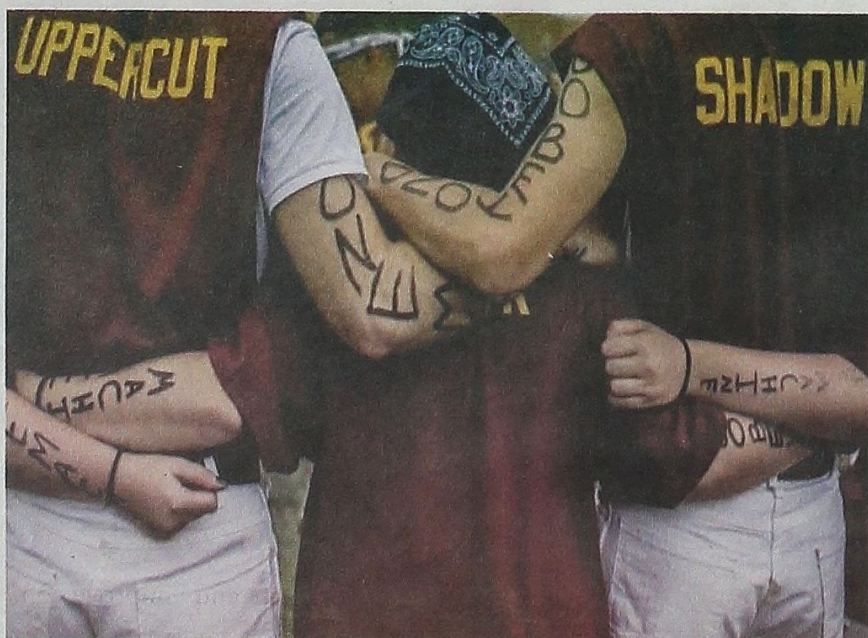
Brian Hayes

puller or morale. It really reinforces the feeling of being part of a large family, making it something incredibly special and unique.”

The relationship between puller/morale and coach is a fascinating one, and moraler Wishop feels strongly about the influence coaches have over their team. “This season would’ve been impossible without our coaches. I believe that 123 percent,” Gomez said. Odd Year coaches, after the conclusion of their victory, affectionately dubbed the 2-3 Pull Team “The Dirty Dozen.”

At the end of the three-hour-long Pull on Saturday, the coaches had the privilege of telling their team they were victorious. This feeling, according to Halkyard, “was pure bliss. I fell off the rope

and just started crying tears of joy with my moraler. It was truly a moment I will never forget.” When hearing the words of her coaches, Gomez said, “It was overwhelming. I put my head down in the dirt and burst into tears of pure joy. It was surreal. I didn’t know what else to do, so I smiled, cried and hugged a lot of people.” While difficult to put into words, that feeling of complete finality, success and happiness is one that gives us a glimpse into the mind of a Dirty Dozen team member after 6:00 p.m. on September 28. “All of the feelings I felt on Pull day will be ones I’ll distinctly remember for the rest of my life,” Wishop says. “Those three hours were the best ones of my life.”



Brian Hayes



Rachel Savage

Getting to know the new kids on the block: faculty edition

By Isabella Lemus

Matthew Scogin is not the only fresh face to be found on Hope's campus this year. Recently, the college brought in a crowd of new faculty members in a variety of departments. In an effort to get to know the latest-hires, The Anchor reached out to some of them to learn about their lives inside and outside of the classroom. Below, five new faculty members share their insights. Make sure to say, "Hello," to new staff around campus and welcome them to the Hope family. Here's to the start of a great year!

What is something special about teaching at Hope?

Gonzalez-Pech: "I decided to come to Hope College because of its students. I believe you all have an honest desire to grow; not only in your professional development but also as human beings. Being able to see students evolving is one of my biggest privileges."

Looker: "Teaching art and design in the context of the Christian faith is a new and unique experience for me. It allows me to explicitly intertwine my pedagogical discipline and my faith."

VanHemert: "I love teaching at Hope because of the rich tradition of rigorous academics situated in an environment in which faculty walk alongside each individual student in their path to become better individuals. To be a part of this is truly something special."

Van Tassell: "I actually graduated from Hope with a degree in theater, so for me one of the special things about this job is how exciting it is for me to give back to a community I've cared about for a long time. I'm proud of the knowledge and experience I've gained in the past decade-and-a-half or so and I'm thrilled that I get to share that information with current Hope students."

Williams: "Being in an atmosphere that so effectively merges rigorous academics and genuine Christian faith, while allowing space for those who disagree or are unsure, is quite remarkable. I love that Hope espouses Christian values without enforcing any sort of official faith statement from students or faculty, allowing for a sincere pursuit of truth for anyone that is willing. That pursuit, ideally, is at the core of all academics, I'm glad to be a part of a place that supports it."

If you were doing something other than teaching, what would it be?

Gonzalez-Pech: "As a kid I wanted to be an anthropologist. At some point in high school I was thinking about being a writer or a psychologist."

Looker: "My artistic studio is a dual focus. It allows me to practice what I preach in class and if I wasn't teaching then I would be trying to find another way to do the same things I do now. Mentor, educate, create and contemplate."

VanHemert: "Nothing. As I often tell my students, this is the best job in the world."

Van Tassell: "My most recent employer was The Sharon L. Morse Performing Arts Center in Florida where I served as their lighting director and resident lighting designer. We had a space to support touring shows ranging from Broadway shows, to classic rock bands, to country artists, to dance shows, magicians, and smaller theater performances. I got to work with some phenomenal acts. We also had a smaller studio theater space where we worked with our internal team to create full theater productions of our own. It was a pretty special job."

Williams: "I've always been fascinated with languages,



Dr. Natalia Gonzalez-Pech, Assistant Professor of Chemistry



Professor Greg Looker, Assistant Professor of Art and Design



Dr. Jordan VanHemert, Assistant Professor of Saxophone and Jazz



Professor Eric Van Tassell, Assistant Professor of Lighting and Sound Design



Dr. Zachary Williams, Assistant Professor of Physics

hope.edu

so studying as many as I could effectively and work as a linguist or translator."

What is your favorite book/movie/podcast?

Gonzalez-Pech: "Les Misérables"

Looker: "'The Brothers Karamazov' by Dostoyevsky."

VanHemert: "'Effortless Mastery' by Kenny Werner"

Van Tassell: "I love the podcasts put out by the McElroy Family. Specifically, I am a big fan of 'My Brother, My Brother, and Me' and 'The Adventure Zone.' I've listened to every episode of both shows multiple times."

Williams: "'The Lord of the Rings' trilogy easily takes the cake here."

What is something important you've learned in your teaching/academic experience?

Dr. Gonzalez-Pech: "I always remember one of the phrases from one of my first college professors, 'You don't have to have all the answers but you should know where to look for them.'"

Looker: "Humility. Realize that every class, lecture, demo, critique and experience is an opportunity to learn something, if only you have ears to hear."

VanHemert: "Something that I have learned as a student, but continue to improve as a professor, is time management. The time that I have to practice or compose music is precious, so I have learned to make every minute count."

Van Tassell: "I think one of the most important things you can learn in academia is time management. Learn to prioritize what is important and when. Don't let things fall through the cracks, but learn how to not stress yourself out balancing all of the demands on your time."

Williams: "People express their knowledge in different ways. Some people are great test takers, some people are great at hands-on experience, some people are great presenters. Effective teaching means giving students a variety of ways through which to express their knowledge, something I definitely continue to work at and improve on."

The Rwandan Phoenix: Beauty from the Ashes

Students of the Cuyahoga Valley Christian Academy

200,000 people are chronically forgotten in Western reporting on the Rwandan Genocide. Most articles cite an early UN estimate putting the death count at 800,000, ignoring a Rwandan Government census that identified 1,074,017 victims by name, profession, and method of murder. We continuously forget, be it intentional or unknowingly, a fifth of the murdered. From this discrepancy alone, it becomes clear that it's time to revisit Rwanda, getting things right once and for all. This year, the 25th anniversary of the genocide, is perhaps the most fitting time to do so. Now, the most authentic first step to take for the Rwandan survivors is to finally listen to the voices of the Rwandan people and to allow that to be enough.

While, in some cases, Western media does its best to honor the efforts of those who have worked to revitalize Rwanda, some stories make unfortunate and frankly false statements about the heart of the Rwandan people. Such articles minimize the progress that the Rwandan people made over the last 25 years, insisting that the ethnic tensions that caused the genocide are still burning beneath the surface, and when President Paul Kagame is out of office, the bloodbath will resume. It's simply unfair for American journalists to make such claims without including the voices of any Rwandan citizens. These notions must be rectified to allow the new Rwanda to be defined by what they are as opposed to what they have been.

The Rwandan Genocide began in April of 1994 and lasted 100 days, making it the fastest genocide in human history. Most victims were killed by machete at a rate of 7.5 deaths per minute for the entire span of the genocide. The country lost not only the lives of a million people, but hundreds of thousands more to displacement and imprisonment, leaving the structure and morale of the country in shambles and earning them the appropriate stamp of "failed state" from the United Nations. But like a phoenix, Rwanda's story does not end in ashes. Under the leadership of President Kagame, Rwanda has risen from this "failed state" scarlet letter to become the 9th safest country in the world in just 25 years.

John Gasangwa, the founder and president of Arise Rwanda Ministries, believes that reconciliation was the cornerstone to their recovery. "The

first thing we did as a country was to know that we are all Rwandans," said Gasangwa. "We are not Hutus, we are not Tutsis, we are not Twas, we are all Rwandans." With this established, Rwanda stood unified for the first time under the ideology of forgiveness. In the twenty-five years since the killings, the citizens of Rwanda have embraced a revolutionary program. If perpetrators seek forgiveness from the victims of their actions, and forgiveness is granted, the perpetrator is given the opportunity to be regrafted into society. This forgiveness serves not only as a starting point, but as a common thread that runs through everything else they do. Gasangwa says that their justice system is not about punishment but "providing reconciliation and forgiveness in Rwanda." These words are not just an ideal for Gasangwa, but a ideology that impacts every facet of his ministry. Gasangwa told the story of a child soldier who killed 78 people during the genocide and has been forgiven by the families of the victims. Now, he's been hired at the school Gasangwa runs, Kivu Hills Academy. "This is just one example of the reconciliation between the Hutus and the Tutsis," said Gasangwa.

In the eyes of the honorable Dr. Odette, Rwandan senator and doctor in the Hotel Rwanda, the ethnic tensions have been put to rest. "There is no cultural divide amongst Rwandans!" she said. "Even during the genocide, killers had to read the ID to know who to kill." This ethnicity-centric identification policy has since been banned in favor of a more unifying system. Odette continued to say that Rwandans all have the same "Rwandese ID" and can now "enjoy the same rights from birth." It's not just the citizens who have noticed the reunification of Rwanda, but researchers too. The National Unity and Reconciliation Committee conducts a "reconciliation barometer" using metrics such as apology and forgiveness, trust among citizens, and understanding of the genocide itself. Most recently, reports showed that Rwanda is 92.5% reconciled, a 10.2% increase since the last test.

Instead of condemning Rwanda to the mistakes of their past, we must realize that we have much to learn from them. The story of Rwanda should be viewed for what it is: a living testament to just how far the power of forgiveness can go.

Transforming lives from eleven thousand miles away

Kenzie Custer, director of PR for Shya Designs

Shya Designs is a non-profit run by Cuyahoga Valley Christian Academy's School of Business and Entrepreneurship. We sell different hand made products made from widows who survived the genocide. Shya Designs is their primary way of supporting their families. Our products range from duffle bags to small keychains, and everything in between (to see some of our product check out shyadesigns.com).

About five or so years ago, CVCA became very interested with the program Arise Rwanda. The School of Business wanted not only to gain the opportunity of a real world business experience, but to make a difference and do something for the glory of our Savior. Not many people know of the Rwandan Genocide, however, the tragic 800,000+ lives lost break our hearts and left many women

to now support their families. Our passion doesn't come from the pain they experienced, it comes from their strength. I, as well as the rest of the students, am beyond proud and inspired by the women who fought for their lives, and never gave up on God. Shya Designs should serve as a reminder of the strength God provides in the battles we face, as well as to encourage the mission to help others in the name of God.

We have a full class as well as a team of executives running groups that help contribute to Shya Designs. One of the groups that makes this work is the sales team, run by our Director of Sales, Marketing run by CMO, which is just one of the many teams that makes up Shya. All in all, we are a group of hardworking people determined to reach out to help share these women's incredible stories.



Photo submitted by CVCA students/Shya Design

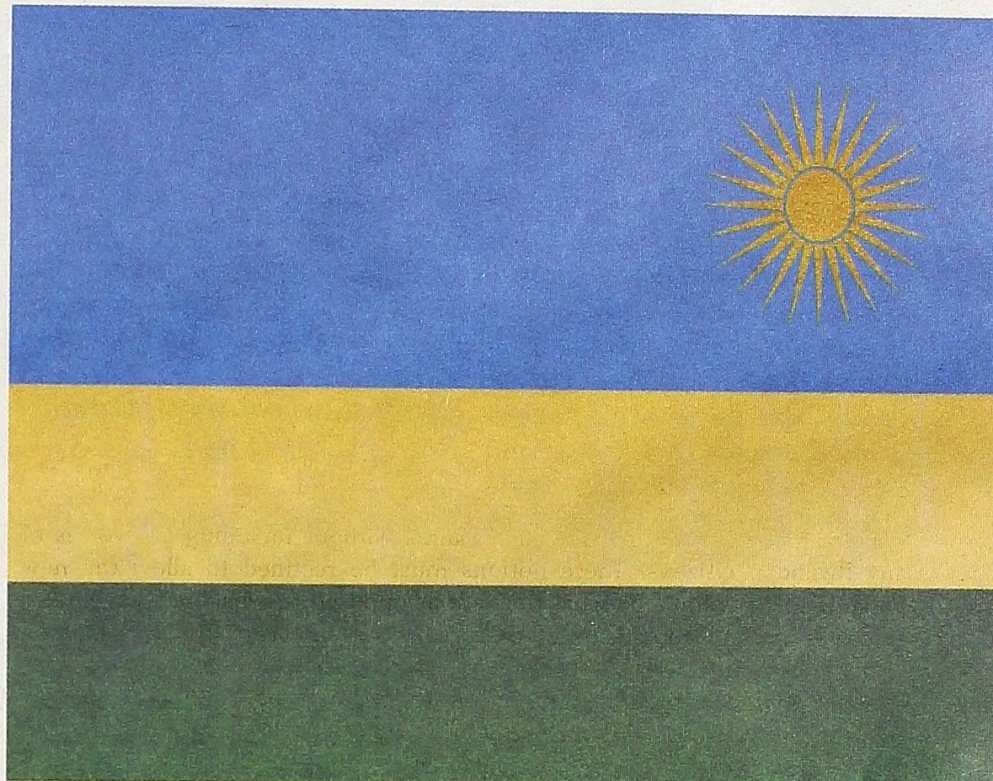
Kenneth Munyuza: From Rwanda to Hope

Emma DesLauriers-Knop

Rwanda, from page 1

learn about these different cultures and the people who belong to them. Events like "One Night in Africa," hosted by the Pan-African Student Organization back in September, gave students from several different countries in Africa the opportunity to showcase their culture and help others to learn more about them through games and dancing. A lot of students don't consider joining an MSO because they don't think that they'll fit in, often due to their differing ethnic heritage. However, the existence of these organizations isn't limited to people of a certain cultural background. "MSOs help people learn about these different cultures," said Munyuza, debunking the common fear that MSOs are exclusive to students of color.

Rwandans compose a surprisingly large percentage of international students at Hope. With this in mind, The Anchor asked how it was that so many Rwandan students ended up at Hope when they could choose between hundreds, if not thousands of excellent educational institutions all over the world. Munyuza explained that a lot of them actually come from the same high school and that at their school is almost always visited by Hope faculty which helps attract students. This is a necessary and exciting contribution to the Hope community, not just because it diversifies the campus population and enriches the culture of the college. This ever-increasing array of social and ethnic backgrounds creates an excellent opportunity to learn about another country and population; to invite understanding in the age of misinformation.



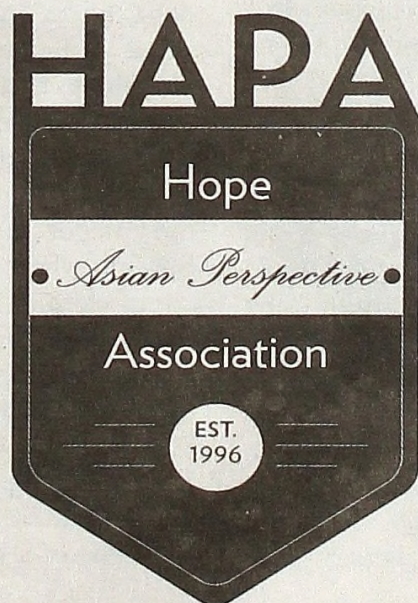
Wikipedia

Meet and greet with campus MSOs



Lambda Delta Pi is a leadership community for students that focuses on spiritual enrichment, social and cultural engagement, academic success, informal mentoring, and leadership development. Building leaders through community while creating a foundation for students on campus that will set a precedent for years to come.

Black Student Union facilitates interaction and heightens awareness of African American history and culture within the Hope College and Holland communities. It works to unite the community by providing educational experiences through speakers, dialogues and social functions.



Latino Student Union promotes an understanding of the Latino culture in the Hope College and Holland communities by introducing others to the richness of various Latino cultures through activities and programs.

Hope Asian Perspective Association helps to establish diversity and promote awareness on campus of Asian American history, experiences, issues and perspectives. It provides events that deal with Asian American heritage. It aims to help and stimulate the Hope community and strengthen the identity of its Asian American members.

In our backyard: Every human counts

Kate Chupp

When thinking of human trafficking—the world's second most profitable criminal industry—what comes to mind? Dirty faces peeking out from a shack? Women dancing on a bar in Thailand? Liam Neeson busting down a brothel door? Sure. But expand that picture to include the local nail salon, Grand Rapids Art Prize, and the Michigan/Michigan State football game. Human trafficking runs undercover through these highly attended places, hiding behind people's ignorance. Human exploitation exists in every place where there is vulnerability. The United States is no exception. An estimated 1.5 million people in America are trapped right now, with victims identified in every single state. Michigan, in fact, ranks as the second worst state for trafficking in the U.S. One anti-trafficking organization reported that West Michigan has 12 of the 15 demographics that “draw the eye of a trafficker to a community” (Fox News). However, both local and international organizations are working to reduce these horrifying statistics. Jillian Chang, a junior, is president of Hope's chapter of a large anti-trafficking organization called International Justice Mission.

What is International Justice Mission (IJM)?

“IJM is a global nonprofit organization that fights human trafficking. They have offices around the world, and they only hire staff from within the country they are in, which I think is super cool. IJM does a lot of rescue work, like literally going into brothels. They also do a lot of systematic work to break down human trafficking through the

criminal justice system: making sure the right policies are in place in a country and working with local law enforcement. We do a lot of advocacy work and spreading awareness, because a lot of people don't know what human trafficking is.

Why did you get involved in IJM?

“IJM was one actually of the main reasons that I came to Hope. I saw that they had a chapter, here and I wanted to get involved. I went on a service trip to Cambodia a few years back, and one of the ministries that we partnered with had a beauty school for survivors. The school also helped with reintegration into society rehabilitation and self-empowerment. We got to meet the survivors and see them work with such joy. When I came back, I was very angry. I went to the Lord about it, and He took my broken heart and turned it into a heart of compassion for His children. So I came to Hope, contacted the IJM chapter, and said, ‘Hi, I'm a freshman and I'll do whatever you want me to do; I just want to be a part of IJM.’”

What is the most impactful thing that you have learned about human trafficking?

“Before, I had such a narrow mind of what human trafficking was. So many people have a mental picture of a girl being brought into a brothel. While that example of sex trafficking is so real and so heartbreaking, sex trafficking is only one sector of human trafficking. There are many people in forced labor in brick kilns and cutting trees. There are boys who are forced to fish in deep water with

‘This issue seems so big, but there are lots of little things that you can do.’

— Jillian Chang

nets, and they often drown. There are so many who are being trafficked in our backyard. Human trafficking has been reported in every single state in the U.S. A couple years back, Michigan was ranked the second worst state for it in the United States. Grand Rapids is a huge hub. Also its largely systematic in how we as a society function and what we pour our resources into. A lot of us buy things without knowing where it came from, who picked it or who was involved with making it.”

What can we, as students, do to prevent human trafficking?

“I think this issue seems so big and unbreakable that people don't think they can do anything about it. But there are a lot of little things that you can do. Start researching the clothing brands and produce that you buy and boycott the ones that are using forced labor. There is an app called BuyCott where you can scan the tag of clothing and see if it was made with human trafficking labor. Shopping at thrift stores is another good way to make sure you aren't directly contributing to trafficking. Also, Google and research how to identify the signs of a trafficked person.



Jillian Chang, Facebook

What current initiative is Hope's IJM chapter working on?

“It's called the Red Sand Project. We will put red sand in the cracks of Hope's sidewalks to symbolize the 40.3 million people that are trapped in human trafficking right now: those who have fallen through the cracks, who we often walk over every day without thinking about it. We are combining that project with a worship and prayer night so that we can respond when we see injustice. Prayer is a huge part of IJM. They dedicate an hour a day to prayer as an organization. They strongly believe prayer is why they have had such success in fighting human trafficking. The Red Sand Project will be Friday, October 18. The worship night will be October 19 from 7 to 9 p.m. in the new Campus Ministries' house.”

IJM gives students a unique platform to create change through small, everyday actions. A global problem requires a global solution at the individual level.

Hispanic Heritage Month on campus

Adriana Barker and Katie DeReus

This month Hope College is celebrating Hispanic Heritage Month from September 15 to October 15. Hispanic Heritage Month is a celebration of the histories, cultures and contributions of Americans with ancestors from Spain, Mexico, the Caribbean and Central and South America. It began as a week-long celebration in 1968 under President Lyndon B. Johnson but expanded in 1988 to a month. The Hispanic population is the largest ethnic minority in the United States, making up approximately 17% of the population. Currently, Hispanic Heritage Month provides an outlet to celebrate the successes of LatinX Americans. For example, there are approximately 1.1 million veterans of the United States armed forces who are LatinX, and there are plenty of famous and influential people in the US who are Hispanic or LatinX, such as: Jennifer Lopez, Christina Aguilera, Sandra Cisneros, and Alex Rodriguez.

Why September 15th?

September 15 was chosen as the beginning of Hispanic Heritage Month because it is the anniversary of independence for several Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. Other Latin American countries also celebrate their independence soon after this day.

Who celebrates this event at Hope?

Hope's Latino Student Organization (LSO) celebrates Hispanic Heritage Month. The LSO "promotes an understanding of the Latino culture in the Hope and Holland

communities by introducing others to the richness of various LatinX cultures through activities and programs," according to Hope's website. Unlike other student groups, the LSO is very intent on connecting with community groups outside of Hope and keeps their events open to all members of the community. Additionally, they work hard to connect with other minority student groups and to keep their events accessible to students in every community.

'What about the other months here at Hope?'

— Steve Rios

Rodrigo Zavala-Cintora, the president of the LSO, speaks to the celebration of Hispanic Heritage Month. "Hope's acknowledgement of Hispanic Heritage Month makes me feel recognized. It doesn't impact how at home I feel, because there's a difference between Hope recognizing it and the Center for Diversity and Inclusion recognizing it." Alondra Villanueva, vice-president of the LSO, emphasizes the diversity of Hispanic Heritage Month. "LSO educates people that Hispanic culture isn't just about Mexico. A majority of our members are Mexican but there are people from Chile, Venezuela, El Salvador and other countries."

The LSO helps host events related to Hispanic Heritage Month. They held an event, "Share Your Story," on September 30, where juniors and seniors at Hope got to talk about their experiences as Latino members of the Hope community. Villanueva

invites everyone to come to these LSO events, whether or not they are LatinX themselves, "This year a lot of people have come who haven't previously. There's a lot of freshman involvement. We love seeing freshman at our events." "Even though we celebrate Hispanic Heritage month, I personally do not feel at home because the celebration is just one month. What about the other months here at Hope? Hope is not as diverse as they say it is, which makes many people of color not feel included or at home in Hope College. No negativity towards Hope, but that is something they have been struggling with for many years," said Steve Rios, a member of the Latino Student Organization. Despite the recognition that Hope has of Hispanic Heritage Month, it is still a work in progress for students who want to gain more visibility and recognition on campus.

How can I celebrate Hispanic Heritage Month?

The LSO is partnering with The Big Read to host a lecture on Hispanic Heritage Month. On October 9th at 5:00 p.m. in

the BSC, Dr. Médar Serrata, an Associate Professor of Spanish at Grand Valley State University, shared his thoughts and perspective on Julia Alvarez's "In the Time of the Butterflies." His poetic abilities and his research about Latin America make him uniquely qualified to discuss the topics of this year's Big Read book. Additionally, the LSO hosted an event to mark the end of Hispanic Heritage Month. It was held on October 14 in room 004 in the Bultman Student Center from 7 to 8:30 p.m. Students shared food, fellowshiped and played games together to mark the end of this month's celebration.

The Families Together Fest is happening Sunday, October 20 from 3:00 to 6:00 p.m. at the Civic Center. This event is taking place in support of all of the families that have been separated due to immigration issues. There will be music, food trucks, activities, dances, and a raffle. All of the proceeds from the event will be put towards reuniting families who have suffered and been separated due to the immigration ICE crackdown during the last year.



LSO Facebook

Concert brings faith in the future of music

Emma Deslauriers-Knop

Each year on the Friday of One Big Weekend, the Hope College Music Department hosts the Homecoming Gala Concert, which serves as an opportunity to showcase each of Hope's music ensembles through performances from each group. The small taste each of the five ensembles gave of their repertoire this semester has created much anticipation for the music that is to come.

The Hope College Symphony Orchestra, conducted by Dr. Christopher Fashun, started the concert with the nine minute "Le Calife de Bagdad" overture composed by Fracois-Adrien Boieldieu. The beginning of this piece is quite peaceful, and one might expect it to stay that way; however, it picks up dramatically in both pace and difficulty. Even so, the forty-student ensemble made it look easy and added their personal style and flair along the way.

After the orchestra came a two-song performance from Chapel Choir, directed by Dr. Chris Dekker. Their first song, "The Lord is my

Shepherd," takes its lyrics from Psalm 23. Particularly striking in this piece is the interplay between the voices and organ as they play off each other. "Let My Love Be Heard" by Jake Runestad, Chapel Choir's second piece, offered a dramatic shift in mood. Performed acapella, the piece starts with a collective hum which ebbs and flows like that of an ocean wave. The sound nearly diminishes to a mere buzz when the lyrics, adapted from a poem entitled "A Prayer" by Alfred Noyes, are sung:

"Angels, where you soar up to God's own light, take my own lost bird on your hearts tonight; and as grief once more mounts to heaven and sings, let my love be heard whispering in your wings."

The highlight of this piece is the fugue section in which each voice part echoes and grows from a soft line sung by the altos into a fortissimo. It evokes the feeling of an angel drifting up into the clouds until it finally reaches its destination: Heaven. After the last crescendo of this part, the note bounced around Jack Miller Concert Hall for a few

brief seconds before the choir sang the closing line that diminished into thin air. A few long seconds of silence passed before Dr. Dekker dropped his hands to signal the end, welcoming the interruption of the calm with a thunder of applause from the audience.

Next in the program was "Cool Blues" performed by the Jazz Arts Collective. This performance offered a refreshing new sound to the already lively evening. Eight total students form this intimate group. The small size lends itself to flexibility in this case, as each member was given the opportunity to show off their own unique style and musicianship through an improvised solo. Dr. Jordan VanHemert directs this group, although he, too, offered a new take on the traditional role. Instead of simply directing the musicians, he had his own saxophone and led the students by showing them backing rhythms to play while one student played a solo. The performance served as an invigorating lift to the more classical feel of the concert. The final ensemble, similar to the Jazz Arts Collective, also took the

opportunity to showcase music with a spunky flair. Dr. Gabe Southard, conductor of the Wind Ensemble, announced when he took to the podium that the following music was very different than the lovely, gentle music that had preceded the performance. Southard's ensemble played "Danse Infernale du Roi Kastchei" from The Firebird Suite (1919) composed by Igor Stravinsky and arranged by Fennell. Dr. Southard explained that this piece comes from the part of the ballet where the Firebird meets a magical ogre, so the music has a quirky quality characterized by an octatonic system with difficult chromatic scales.

When the last song was finished and the lights in the house returned to full, there was an immediate buzz among the audience. People rose reluctantly out of their seats, wishing the brief concert could have been longer. Students met with family and friends in the lobby, hugs and laughs were shared and congratulations exchanged. The air was light and hopeful, and the community was renewed by the shared faith of everyone in the building: the faith in the future of music.

Exhibit an Ode to Great Lakes

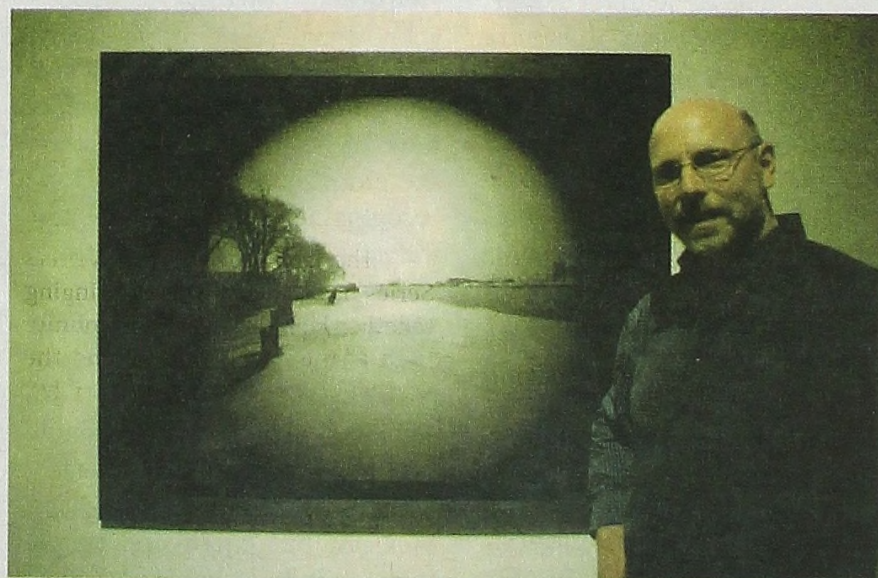
Zachary Dankert

Living in Holland, Michigan, it's unfortunately easy to become familiarized with what lies around us, the things we are privileged to experience whenever we want. One such thing is just ten minutes to the west, and it's called Lake Michigan. This is why "Tug: A Great Lakes Odyssey," hits so hard. This exploratory new exhibit in the DePree Art Center focuses on the tugboat industry and gives visitors the chance to fall in love with the Great Lakes all over again.

This exhibit was created by Steve Nelson, Associate Professor in the Art and Art History Departments here at Hope. Growing up in Muskegon, Nelson formed an intimate attachment to Lake Michigan, port cities and tugboats at a young age. "I remember carving a tugboat from a piece of wood and

then painting it," Nelson recalls. "I've always felt like the tugboat represents the 'little engine that could'; it's this small form that moves big things. It has this enduring power. And they're fascinating forms, this low-slung, weird wheelhouse. They look like a storybook character. I can just imagine a mouth painted on it." This exhibit completes a trio of Nelson's projects that intertwine the ruinous tragedy of industry with the complexity of nature. The first, entitled "The Gardens of Industry," dealt with abandoned mining sites and was featured in the DePree Art Gallery in 2011. The second, "Guardians and Angels," captured the element of air through an abandoned paper mill.

"I wanted to do a third project somehow related to water," Nelson explains. "This opportunity became available because I'm related to the person who operates this tugboat



DANKERT/ANCHOR

company." For this project Nelson explored many themes such as dreamscapes, the subconscious and cycles of rebirth. Through the creative process, he stumbled upon the complex history and significance of these industrial vessels. Tugboats were first introduced to North America in the early 1800s and have since become indispensable upholders of trade and business. Some of the boats Nelson has photographed

have been in use for 125 years. The importance of the tugboat is what partly motivated him to take these photos. He says, "I think if you can understand things at a micro level, you're going to understand them at a macro level. So I'm trying to zoom in and bring in the experience of this tugboat industry, specifically, but also trying to help people see the broader context for how industry operates in the Great Lakes."

see ODE, page 11

Nelson gave an Artist's Lecture last Friday, in which he discussed much of his past work and inspirations. Artists such as Tokihiro Sata and Ko Yomada (whose art was shown in DePree, in 2004) ingrained in him a fascination with lightbox techniques, which concurrently sparked his interest in metaphors of memory and dreams. This and his natural curiosity in ruins, whether of old English abbeys or dilapidated plants in Muskegon, have granted Nelson a distinct, sentimental perspective. His photography turns old wrecked buildings into classic portraits displaying what life used to be like. His work also subtly preaches why these places and practices should be remembered. "There's a whole fleet of ships that are made specifically for transporting goods in the Great Lakes," he explains. "And we think of industry as having a destructive impact, but this one [the tugboat industry] is fairly green. They provide one of the greenest forms of transportation for raw materials, including iron ore, grain and other products. That opened up my eyes to the fact that these serve a very important function, not only in the Great Lakes for our economy, but to world economies, because of the number of international ships that come into the Great Lakes and need to be escorted and are served by the tugboat fleet. We are connected to the world through our shipping industry. The Great Lakes are a unique feature because they reach well into the heartland, where you can extract ore and transport it efficiently."

Nelson's lecture opened with the three concepts that "Tug: A Great Lakes Odyssey" embodies: the Artefact, the Apparatus and the Experience. While looking for these ideas, experiencing how they flow together through each photograph like water, I encourage you to get lost in the narrative, through which Lake Michigan shines. It reaffirmed my love for the Great Lakes, a love which brought me to Holland in the first place. I invite you to feel this admiration for the first time, or the second time, or even the millionth time. No matter how many times you've felt it, there's still quite nothing like it.

Writer's Series hosts first event

Zachary Dankert



BARKER/ANCHOR

GOOD CONVERSATION - Emily Zolman ('20) and Natalie Weg ('21) led an insightful Q&A session with visiting authors Mira Bartok and Heather Sellers.

The Jack Ridl Visiting Writers Series had its first event for the 2019 season the week before fall break, and it has had lasting effects on the writing community on campus. I, along with many others, was extremely touched by this event, which explored beauty, trauma and the links that tie them together. This event was the Fourteenth Annual Tom Andrews Memorial Reading, dedicated to Tom Andrews, a Hope alumnus who passed away at forty years old. Since then, the Memorial Reading has featured writers who have a connection to the school. This most recent event hosted previous Hope Professor Heather Sellers and previous Hope student Mira Bartók.

"The Jack Ridl Visiting Writers Series has a special way of bringing together Hope's literary community both at the events and behind the scenes," says Claire Buck ('22), Editor-in-Chief of The Anchor and a current JRVWS intern. "Students engaged the writers with thoughtful questions during the Q&A, and the evening reading was standing room only in the Jack Miller Recital Hall. At lunch and dinner, volunteers had a chance to discuss their reading and writing with one another and with the authors." The event was an immersive experience for any student interested in English, writing or the storytelling tradition. Sellers and Bartók proved to be the perfect authors for the occasion, instilling their knowledge and experience in anyone with a question. Their personal stories also tied them together and contributed to the unique, poignant feel to the evening.

Buck explains: "The two writers each have a neurological issue that affects their perception of the world: Sellers has prosopagnosia, a condition that prevents her from reliably recalling and recognizing faces, and Bartók experienced a traumatic brain injury in a car accident that left lingering impacts on her memory and sensory processing."

Both writers were introduced by JRVWS volunteers who had read their work. Student Natalie Weg ('21), who introduced Sellers, says, "It was such a great experience. I enjoyed spending the afternoon talking with Dr. Sellers about her journey as a writer. I appreciated her honesty and her openness about the difficulties in her life that made her into the inspiring author she is today." Sellers discussed surviving her upbringing while also living with prosopagnosia. She spoke with a unique voice and perspective, and her reading was interspersed with bouts of laughter and periods of solemn reserve.

Emily Zolman ('20) introduced Mira Bartók. "It's definitely amazing if you can go to one of the lunches or dinners with them. It's very intimate, and you'll also have great interactions with other students and faculty," she says. "It was pretty inspiring for me as someone who loves to just create to be in a space with two people who were able to make a career out of it." Bartók's reading, performed in an endearing British accent, spoke of a world of small yet brave creatures overcoming struggles many are familiar with. "The Wonderling" is a middle-

grade book that—if Bartók's live reading is any indication—will be a memorable experience for any child.

The writings they shared during the live reading beautifully captured both of their own dark struggles in a humane, genuine light. Sellers read an essay in which she described how she rose above her difficulties on the pedals of a bike. Bartók read from her book, "The Wonderling," a fantasy story about a one-eared fox who finds meaning in his life while suffering through loneliness and abandonment, as well as a short story in which she rewrites tragic history. Both Sellers and Bartók put their hearts and souls into their art. It was evident from the moment their words fell over the hushed audience, the moment they ushered us into a world not our own.

"Sellers' and Bartók's visit left me with a fresh reminder of why writing matters," Buck reflects. "Even in the darkest, most bewildering places, great writing has the power to orient us, to give us glimpses of hope, and to draw insight and order out of confusion and pain."

One more JRVWS event remains this semester. Julia Alvarez, writer of the bestselling "In the Time of the Butterflies," will come to Hope on November 12, in collaboration with The Big Read Lakeshore. The Q&A will be at 11 a.m. in the Concert Hall of the Jack Miller Center for Musical Arts, and the live reading will take place at 7 p.m. in the same location. Be sure to attend this much-anticipated event, for anyone regardless of major can enjoy the magic of a well-told story.

Defining your personality: the Enneagram

Megan Grimes

If you haven't heard yet, there's a new popular way to define your personality: step aside StrengthsQuest and Zodiac signs, we have the Enneagram. The Enneagram Institute defines personalities with types ranging from 1 to 9, with each type having a unique personality, and each person having one type as a basic personality and others as "wings."

Of the many different personality tests that can be found online, the Enneagram also has a standing social media following from meme accounts to personalized Enneagram artistry to go along with each type. But in order to understand the jokes about personalities, and to better understand many of the people at Hope College who enjoy talking about the Enneagram and saying things like "that's such a 7 thing to do!", you must also understand all the different types.

The Enneagram Institute defines each type with a few words as follows:

Type One: principled, purposeful, self-controlled, perfectionist
Type Two: generous, demonstrative, people-pleasing, possessive

Type Three: adaptable, excelling, driven, image-conscious

Type Four: expressive, dramatic, self-absorbed, temperamental

Type Five: perceptive, innovative, secretive, isolated

Type Six: engaging, responsible, anxious, suspicious

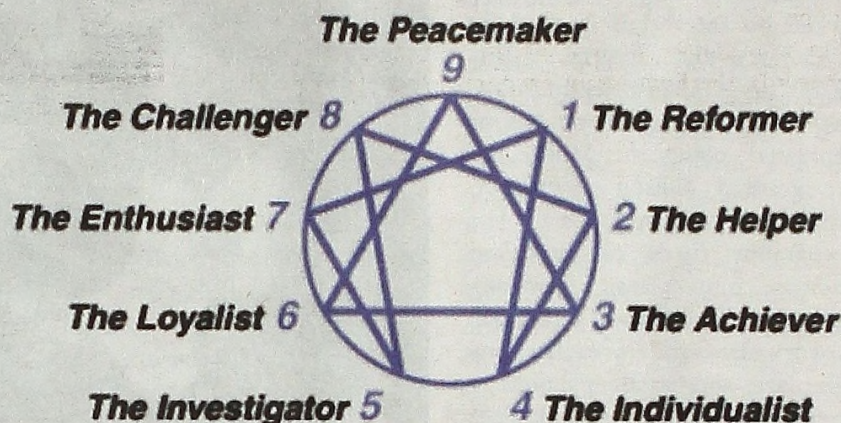
Type Seven: spontaneous, versatile, acquisitive, scattered

Type Eight: self-confident, decisive, willful, confrontational

Type Nine: receptive, reassuring, complacent, resigned

The Enneagram's basic relationship types are oriented in a three-by-three relationship, grouped by the "instinctive center" (types 8, 9 and 1), the "feeling center" (types 2, 3 and 4) and the thinking center (types 5, 6 and 7). The arrangements show the general strengths of those types, but each of these generalizations of strengths come with their own weaknesses.

People in the instinctive center tend to have difficulty with anger or rage, while people in the feeling center deal with deep-rooted shame. Often, people in the thinking



The Enneagram with Riso-Hudson Type Names

The Enneagram Institute

center may struggle with fear. Each Enneagram type has different, distinct ways of dealing with these feelings that correspond to their type, and the Enneagram Institute attributes these struggles as a deep rooted, unconscious "emotional response to the loss of contact with the core of the self." These coping mechanisms can range from healthy to unhealthy in each type, described succinctly in descriptions given by the Enneagram Institute.

Along with a main type, each person has a "wing" type in an acknowledgement that each person has a unique personality that can vary among the Enneagram's type descriptions. Some people may have wing personality traits that are contradictory to their main type, and some people may have two wings instead of one. Some controversy exists between the one or two wing theories, but again in recognition of diverse personalities that exist, both theories can be seen as correct with different people. Most people appear to have one dominant wing instead of two.

The Enneagram Institute actively teaches and gathers information about the Enneagram, and they have noted that many older people have mentioned that in the latter half of their life, they have noticed a development of the "second wing" mentioned above. While they are unsure if this development is due to being aware of the positive benefits of the different personality types or the actual appearance of a second wing, they continue to discuss the possibilities.

Along with a description of the types, the Enneagram Institute provides a scale of development for each type. You may assess yourself and your type along the development levels to see if you are "healthy" or "unhealthy" in your main type as well as how the personality traits in the type are interrelated and work together. Each of the levels has to do with psychological need and whether that is being met in the individual.

Another way to think of the main type levels would be as "a measure of our capacity to be present," as the Enneagram Institute puts it. When going downward in the levels, someone may be focusing more on themselves and become destructive, unhealthy, and likely unpleasant to be around. Moving upwards in levels happens as a person becomes healthier, and better able to be present and able to relate with their surroundings positively.

Not only does each main type have levels, but they have directions for disintegration (stress) or integration (growth) towards specific different types. Your main type, wing type and your types of disintegration and integration all blend together to create a unique personality that describes you. The lines in the above Enneagram diagram show what types are usually connected for disintegration and integration. Picking one type as a base, the two lines connecting to it point to its corresponding types for strength and growth.

What is most unique about the Enneagram as a way to assess personality is its flexibility and



ASTROLOGY



ENNEAGRAM

ASTROLOGY IS FOR HEATHENS

Digital Mom Blog

ASTROLOGY VS ENNEAGRAM - Although astrology may seem accurate at times, the Enneagram is based on psychological observations that even Jesus can't deny.

representation of how personalities can change over time with the levels for each main type and the directions of disintegration or integration. The purpose of the Enneagram is not only to identify your main personality type but to enable you to better control your emotions and realize your potential to become a healthy, multi-functioning person who can span over all the Enneagram types. In other words, the Enneagram encourages people to develop themselves to overcome the difficulties their main type faces to embrace all the positives each type has to offer.

This article simply goes over the basics of the intricate and complex social understanding that is the Enneagram. The Enneagram Institute's website allows viewers to best understand best type encouraging all to become more aware people, friends and family members.

Now that the Enneagram schema has been more thoroughly explained by the Enneagram Institute standards, all of the ideas combined in the Enneagram can be visualized in the below picture. Maybe you can find what best describes yourself in the diagram!

Conveniently, many people have written about the Enneagram and categorized different famous characters by their Enneagram type. So if you don't want to take the test, then you can type yourself based on the characters in *Friends*. Joey is a classic seven with spontaneous actions while Monica, the famed perfectionist of the show, falls right into place with the ones.

Enneagram memes can be found anywhere on Instagram! In the spirit of Hope College, I have included an Enneagram meme about summer camp. Have fun with your friends and try to identify who fits what Enneagram number best.

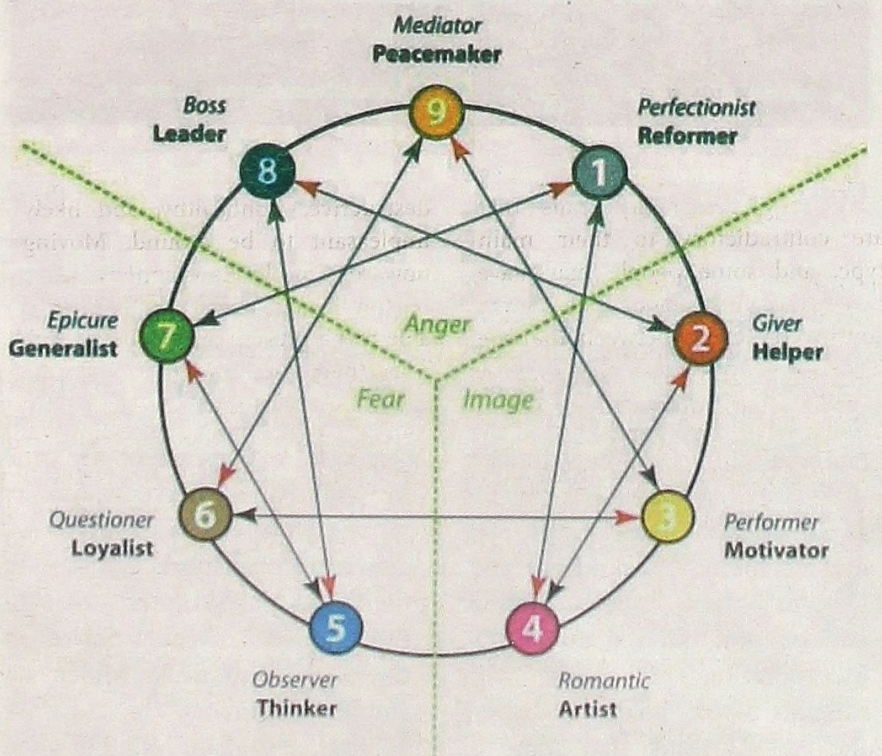
I took a test online that identified my type to be a two, seven or nine. I then self-identified as a two, but



Digital Mom Blog

when researching this article found out that new mothers who are nines often misidentify themselves as twos, further reinforcing how each type grows into and blends with others. Visit the Enneagram Institute for more information about their definition of personality and a deeper look at the psychology behind the Enneagram., plus to figure out what type you are!

THE ENNEAGRAM



Hannah Janae

ENNEAGRAM EXPLAINED - Each number type has a corresponding name and main trait, and the green words and dotted lines show what that group of numbers struggles with. The arrows between the numbers show the areas of disintegration (red tip) and integration (black tip).

ENNEAGRAM TYPES AT SUMMER CAMP @okayenneagram

- 1: goes to bed at 9. wakes up at 7.
- 2: brings extra snacks for everyone.
- 3: trying to win every. single. thing.
- 4: hammocking & arts + crafts table.
- 5: suitcase is 99% books. can't get bored.
- 6: sunscreen. bug spray. bandaids. memorized all poison ivy & oak types.
- 7: not sleeping!!! wakes everyone up to look @ the stars.
- 8: takes over for camp councilor.
- 9: hangs out in the pool tubes & sunbathing.

@okayenneagram

SEED Athletes combine spirituality with sports

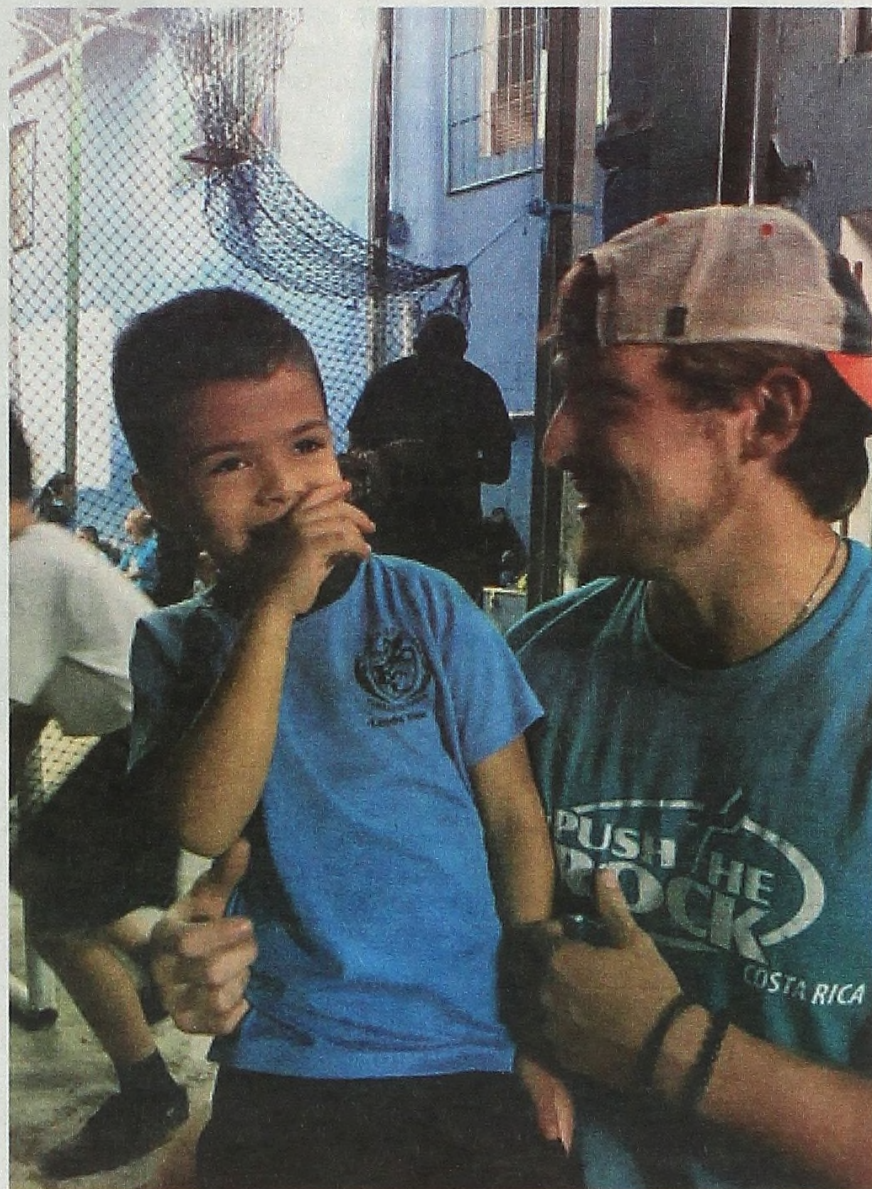
Isabella Lemus

Are you a student-athlete? Are you interested in combining your faith with your athletic drive? The SEED Athlete program may be the path for you. Short for Sport Evangelism to Equip Disciples, SEED Athletes is a program through Hope that sponsors mission trips abroad for student-athletes. Groups of 10-15 students, along with a multiple coaches from different sports, travel to serve in an international location for two weeks over the summer. The mission of the program, according to the Hope Athletics website, is for students to "utilize their passion for sport to share the love of Christ with individuals around the world."

The program, primarily organized by Assistant Athletic Director Caroline Dykstra, is fairly new to campus. "Our first SEED teams were launched in summer 2017," said Dykstra. "We recognize that sports provide an opportunity for athletes to have a significant platform from which to influence others, so we created space for individuals to do this internationally." Throughout its three years, SEED has partnered annually with the same organizations in Costa Rica, Zambia and Uganda, fostering close relationships with those groups. The collaboration has been beneficial on both sides. "They are always excited to welcome us back to their countries, but we are blessed with the lessons they teach us about the global church," Dykstra said. Though young, the program has become popular through word-of-mouth and the praise it has received from its participants. "The reason I decided to go on the trip was largely because older members of the track team told me it was an amazing experience and that I should do it," said David McHugh ('22). SEED is also much more affordable than most other summer programs abroad, making it accessible to

a wide range of students. "It's extremely cheap compared to a lot of summer terms that Hope offers because the company Sawyer sponsors it, so that also made it really easy to commit to," said McHugh. Senior Nick Holt also heard about the trip through others, and ended up going to Costa Rica the summer after his junior year. "I decided to go on the trip because I heard so many great things from fellow athletes. It was extremely affordable, and I wanted to see what a mission trip was all about since I've never been on one," he said. For many participants, the experience is life-changing. The exposure to different lifestyles, cultures and attitudes leaves a lasting impact. Not only do students gain the fresh viewpoint that comes with international travel, the religious aspect brings spiritual growth and learning. Mike Miller, a senior, travelled to Costa Rica through SEED. For him, the program felt like a calling. He talked about the close relationships the group built with children they visited at a school in San Juan. "The craziest part: there were nearly 600 kids at this school, and they only had one soccer ball. As soon as I got home, I told my parents we had to donate more because those kids were so welcoming and friendly. I'd do anything to go back to that school," Miller said.

Visiting a country with different resources than the U.S. leaves many students with a new perspective. Miller recognized this again when noticing the condition of the housing he saw while traveling through the country with his group. "Driving through mountains and seeing people's houses that were basically shacks made me appreciate what I had," he said. "I learned a lot about perspective." "This experience humbled me tremendously, and I realized how blessed I have been throughout



Luke Beckhusen

my lifetime," said Luke Beckhusen ('20), another participant in the program. He talked about how his experience with the children in Costa Rica showed him the happiness and gratefulness that could be found beyond material things. "The children in Costa Rica impacted my life so much more than I could ever impact theirs," Beckhusen said. Despite these socioeconomic and cultural differences, SEED's incorporation of sports with mission work helps to bridge the gap. "I think that some of the most impactful moments were seeing how many barriers were destroyed when a ball was involved. With the Costa Ricans, we barely knew each other's languages but just involving a ball was all the communication we

needed," said senior Nick Holt.

Finding this common language through sports helps the students connect with the children they serve, an experience that every interviewee found incredibly rewarding and moving. "The most impactful experience of my time in Costa Rica was seeing the joy on the children's faces when we arrived to play sports games with them and make connections with them in such a short period of time," said Beckhusen. Miller had similar sentiments. He said, "We got so close to all the kids that when we left the second day, a lot were in tears and saying they'd miss us."

SEED's strong religious aspects also give the participants a chance to grow in their faith. "Our worship sessions at night, devotionals in the morning, and conversations

devotionals in the morning, and conversations with people on the base during the day made me aware of how much God is moving in people around the world, and that no matter where I go, we worship the same awesome God and are part of the same church and body of Christ," said McHugh. On the surface, SEED Athletes is a great opportunity for students involved in athletics to serve the world and grow personally and in faith. At its core, the combination

of sports with spirituality is what makes the program effective and unique. They offer a connection that goes beyond language, age, living situation or poverty level.

For more information on SEED Athletics, there will be a meeting held in the Schaap Auditorium of the BSC on Monday, Oct 28 at 7 p.m. At that time, applications will open for trips running in the summer of 2020. Students can find more stories from previous SEED Athletes at blogs.hope.edu/seed.



Hope.edu

Time commitments push athletes to withdraw from sports

Annie Kopp

It is easy to find an athlete on Hope's campus, but it may be a little harder to find an ex-athlete. Digging deeper into the reasons why students don't continue with their sport is interesting, and most interviews lead to one answer: time. The time commitment that sports demand at a college level is a lot more than some people anticipate. Even if they know the time commitment, some athletes are not realistic with how much time they have in a day. Another common understanding is that the sport itself takes the amount of time that the athlete originally intended, but the "extras" such as team building that come along with the sport are enough to push some students to leave.

Brian Ellis, a sophomore, explained his reasons for not continuing with "fall ball" (baseball training in the fall). "It was probably three to five hours a day in the off season, so that was really just difficult for me to try to balance that while working and doing school work," said Ellis. He also pointed out that the time commitment would have been nearly impossible for him to keep up during the regular season. Because of this, Ellis was not enjoying his sport as much as he used to and found himself applauding students who were able to balance sports and work so well. "It's a great commitment. It takes a ton of time, and I admire the people who can do it. It's darn impressive, but it's very difficult

to do," said Ellis. He also pointed out that having to work through college is a large part of time commitment issues for many students. For example, if a student has to work to stay in college, the effort put into maintaining a sport and school work will be much greater. If a student is dedicating most of their time at Hope to their sport, focus and energy will be directed on that rather than work or academics.

"It's a great commitment. It takes a ton of time" - Ellis

Erik Schoonover, a junior, talked about his involvement in lacrosse his freshman year. Schoonover double majors in Geology and Chemistry and has been doing research in the organic chemistry department since his first year here. "My project got a lot of headway the summer between my freshman and sophomore year, so my sophomore year in the fall I started doing a lot more academic research," said Schoonover. This would mean that he would miss three to four days or practices each week and about four Saturdays out of the season. With this in mind, Schoonover decided to fully commit himself to academics and stop playing Lacrosse. He explains that about four hours of his day was taken up with Lacrosse, and he originally thought it would be

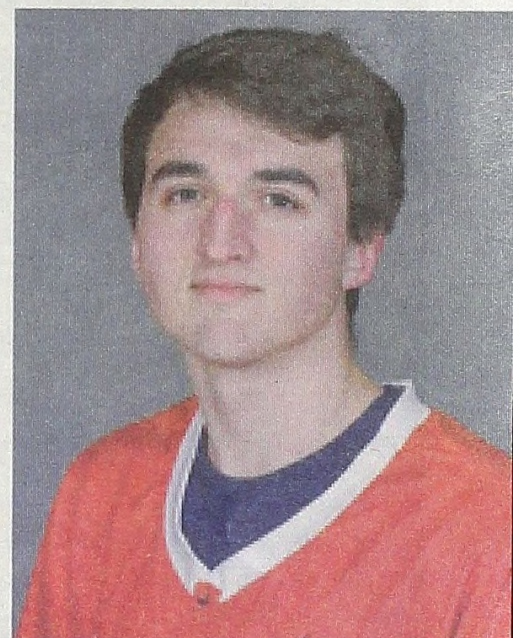
the off-season. With this in mind, Schoonover decided to fully commit himself to academics and stop playing lacrosse. He explains that about four hours of his day were taken up by lacrosse, when he originally thought it would be a much smaller time commitment. "I think a knowledge of the amount of time you're going to put in before you get into the sport would be nice," said Schoonover. He also addresses the issue that Hope doesn't have any academic events for athletes such as study tables, which he believes would have been useful during his time as an athlete.

As with everything, there are ups and downs to being a Hope athlete, and as Schoonover says, "If you love the sport, you should do it, but if you're not 100 percent committed to the sport then it's going to be really tough for you to choose the sport over all of the other things that Hope has to offer." All good things have to come to an end, but these athletes are thankful for their time with Hope athletics. With this in mind, all students deserve to have commitments to activities that bring out the best in them.

"If you love the sport, you should do it" - Schoonover

For some students this may be sports and for some it may not, but

all Hope athletes, past and present, deserve applause for their dedication to their sports, their teams and themselves.



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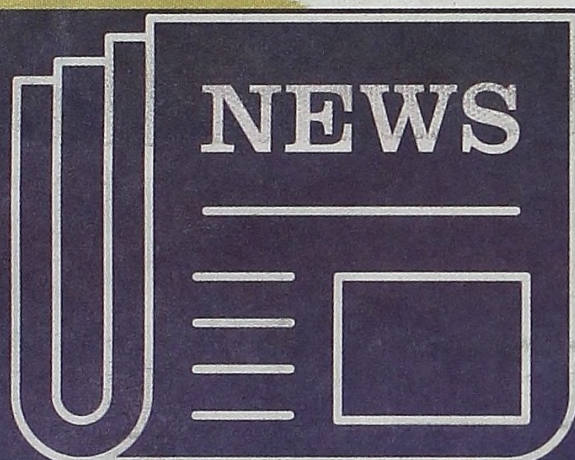
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